




STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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SUPERINTENDENT OF
PUBLIC INSTRUCTION

TO: State Board of Education

FROM: Mike Flanagan 

DATE: February 27, 2006

SUBJECT: REPORT ON THE 2005-2006 MEAP AND MI-ACCESS ASSESSMENT RESULTS

NOTE: At the time of the preparation of this memorandum, the MEAP and MI-Access results are still being computed and compiled. The results will be provided prior to the public release on March 7.

Last fall, all students in grades 3-9 participated in the Michigan Educational Assessment Program (MEAP) and/or MI-Access assessments. MI-Access is the alternate assessment program for students with disabilities unable to participate in MEAP, even with accommodations. The Federal No Child Left Behind (NCLB) law required that both MEAP and MI-Access initiate grade level assessments in grades 3-8 this fall. The table below shows the grade levels assessed in each program for each content area.

Subject Area	Grade Levels Assessed	
	MEAP	MI-Access
English language arts	3 - 8	3 - 8
Mathematics	3 - 8	3 - 8
Science	5, 8	--
Social Studies	6, 9	--

In January 2006, the State Board of Education approved the performance standards that resulted from intensive standard-setting activities conducted by each program. Those performance standards have now been applied to student raw scores, with the result that final score reports have been posted and then printed and sent to local school districts. The purpose of this Board item is to present to the State Board of Education the statewide results for students from each program for each grade and content area assessed.

The performance standards define the levels of performance for the statewide assessments used in Michigan. For MEAP, these are Level 1: Exceeds State Standards; Level 2: Met State Standards; Level 3: Basic; and, Level 4: Apprentice. For MI-Access, the three levels are labeled as Surpassed Standard; Attained Standard; and, Emerging Toward the Standard. These performance standards were set for each grade assessed in

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MI-Access and MEAP, even those that were previously assessed, since the tests at these grades changed from 2004 to 2005. In all cases, the goal was to set standards that are similar to those set before, so as not to change dramatically the AYP determinations based on these performance standards. For newly assessed grades, the goal was to set performance standards that are consistent with the standards set for the grades previously assessed.